

A photograph showing two men in an outdoor workshop setting. One man, wearing a striped beanie and a light-colored shirt, is pointing towards a piece of metal being worked on. The other man, wearing a grey jacket, is using a welding torch on the metal, with bright sparks visible. To the left, there is a yellow industrial welding machine with the brand name 'INGCO INDUSTRIAL' visible. The background consists of trees and a brick wall.

Effective Work-based learning in West Africa

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Benefits of WBL

-
- Increases the **labour market relevance of** skills development programs and the **employability** of their graduates.
 - Complementarity to and building upon the **school-based instruction**.
 - As an instrument of **active labour market policy (ALMP)** can ease job entry for the unemployed.
 - Can help MSMEs **secure skilled labour** and **increase productivity**.

Defining WBL



WBL involves **learning through real work**, producing actual goods and services, paid or unpaid.



Distinct from training in workshops and classrooms.



Includes **informal workplace learning**.

Known formally as:

apprenticeships work placements alternances
work experience cooperatives
traineeships internships

Conditions for quality WBL

Key elements for good quality WBL in developing contexts include:



Effective career guidance, selection, and work readiness



Make WBL work for (informal) MSMEs

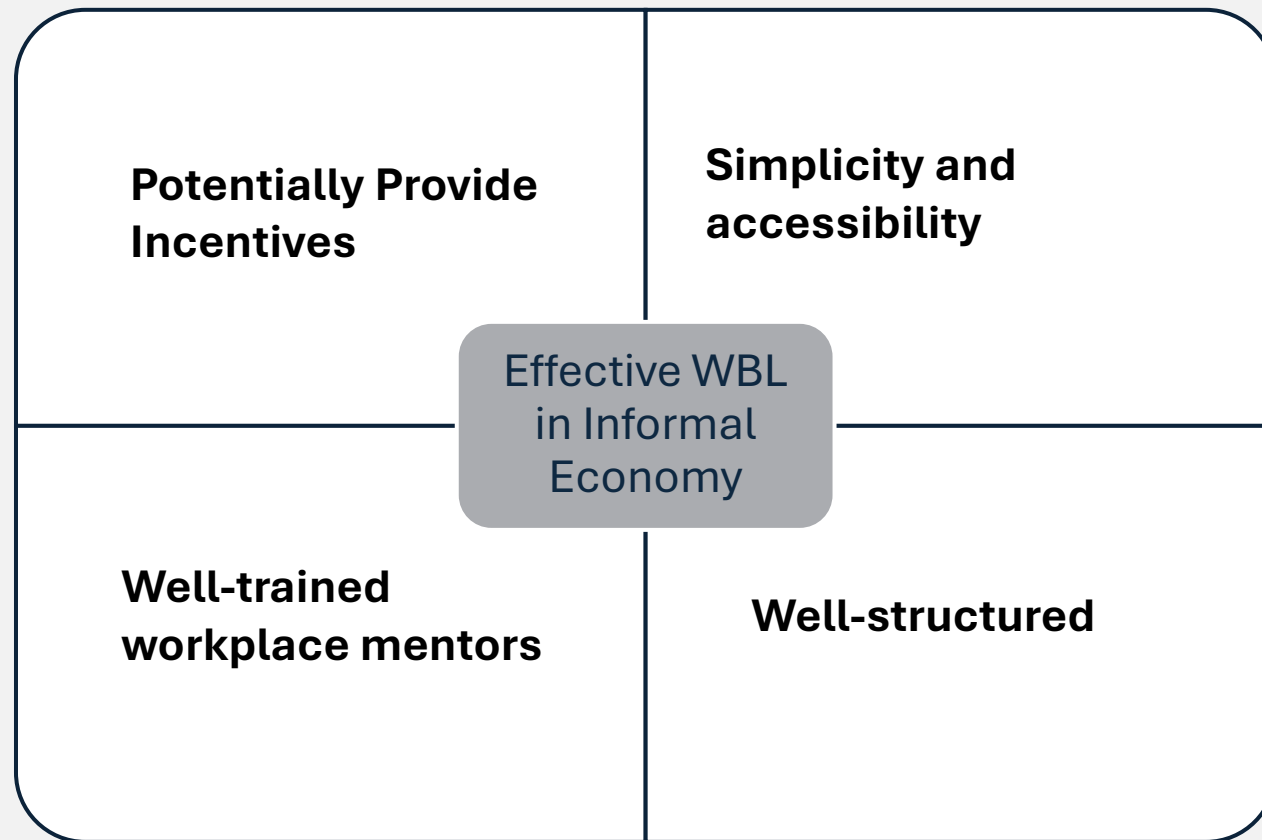


Quality assurance mechanisms



Strong governance and role of social partners

Making WBL work for MSME Workplaces



Financing WBL

The two most typical funding routes for WBL will through

1. Direct grants to cover direct (training) fees and indirect costs (transport and accommodation). This could be an incentive to individuals or enterprises and can be conditional dependent on the performance of the recipients.
 2. Training funds, including skills levies, which should be financed by companies (through a dedicated tax or tax rebates) with support from donors and government. These funds can be used to fund the WBL or, in the case of dual apprenticeships can be channelled to funding the WBL costs while the institutional training costs in the VET provider is funded from public funds.
- Financing can also be provided to enterprises in the informal economy to boost the overall uptake of training.
 - Intermediaries play an important role in coordinating the allocation and disbursement of funds to MSMEs.
 - An important incentive for increasing uptake is to set up the training fund to both support the upgrading and strengthening of the business itself (business development, technical skills) as well as WBL. MSMEs start to appreciate the importance of skills as a means to grow their business.
 - Design of financing can also be a way to improve the relevance and utilisation of skills training, including through
 - Results-based funding models
 - Outcome-based funding

The Installation, Repair and Maintenance (IRM) Programme in South Africa

- **Large-scale programme** to boost demand for skills and jobs in the industrial economy.
- Aim to **expand informal/township-based SMEs** offering work-based learning and employment.
- **Provide non-financial incentives**, mentorship training, and demand-led youth skilling.
- **Focus on black township youth**, gender equity, green skills, and just transition.



Plumbing Industry Context in South Africa

- 90% of the plumbing industry is **informal**.
- 87% of plumbing workers are **unqualified** (~126,000 people).
- 1,000 formal **plumbing apprenticeships** available annually.
- **Recognition of Prior Learning (RPL)** available for around 300 informal plumbers annually.
- Over half of plumbing businesses are **not hiring**.
- Hiring typically occurs through **referrals or walk-ins**, with minimal in-house training.
- Limited opportunities for **disadvantaged youth**.



Meso-level industry partnerships



- ✓ Industry bodies agree on "**Plumbing Hand**" **competency framework**
- ✓ Support for **dual learning pathways** through TVET institutions
- ✓ IOPSA works with NBI technical expert to strengthens the **capacity of public TVET institutions**
- ✓ **IOPSA mobilizes members** for WBL in plumbing SMEs for candidates from public TVET institutions



Meso-level industry partnerships



✓ IOPSA helps **informal plumbers gain formal qualifications**, supporting enterprise development

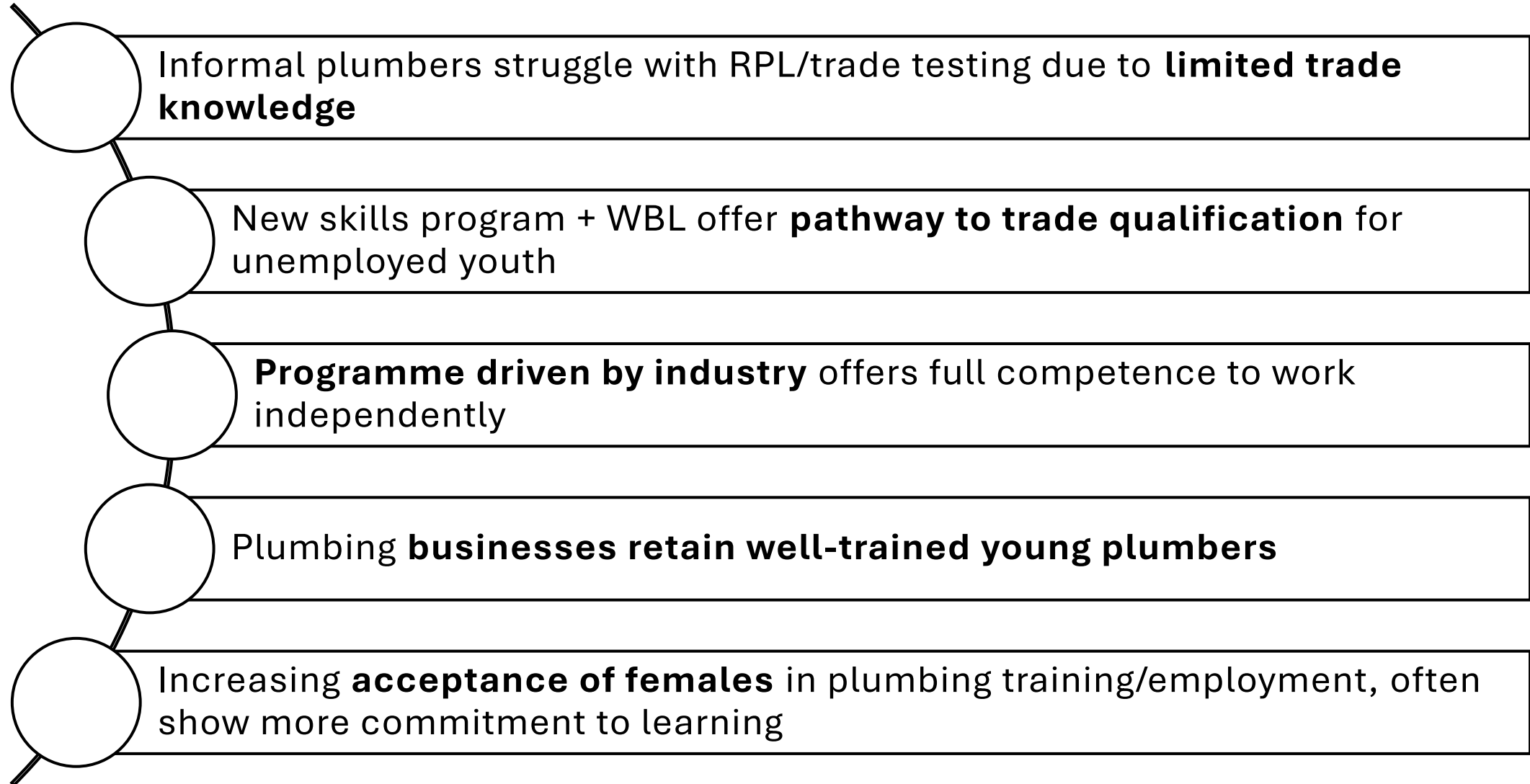
✓ IOPSA aids **young workers in plumbing SMEs to formalize skills** and progress



✓ NBI supports plumbing SMEs in creating **effective learning environments**

✓ PIRB recognizes **graduate competence with a framework**

Results to date



Thank you